DOCUMENT RESUME

ED 457 099 SO 032 973

AUTHOR	Trinkle, Dennis A., Ed.; Merriman, Scott A., Ed.
TITLE	History.edu: Essays on Teaching with Technology.
ISBN	ISBN-0-7656-0550-3
PUB DATE	2001-00-00
NOTE	275p.
AVAILABLE FROM	M.E. Sharpe, Inc., 80 Business Park Drive, Armonk, NY 10504 (paperback: ISBN-0-7656-0550-3, $23.95; hardcover: ISBN-0-7656-0549-X, $64.95). Tel: 800-541-6563 (Toll Free); Fax: 914-273-2106; Web site: http://www.mesharpe.com/ordform.htm.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Computer Assisted Instruction; *Critical Thinking; *Distance Education; Elementary Secondary Education; Higher Education; *History Instruction; *Internet; Primary Sources; Student Research; Teacher Education; United States History; Use Studies; World History
IDENTIFIERS	Historical Research; Interactive Teaching; Teaching Research; Technology Integration

ABSTRACT

Intended to be equally useful to high school and college instructors, this book contains studies in history pedagogy, among them the first three published essays measuring qualitatively and quantitatively the successes and failures of "e-teaching" and distance learning. Collectively, the essays urge instructors to take the next step with computing technology, that is, to go beyond the passive modes and to create truly interactive instruction. Following an introductory essay "Technology and the History Classroom: Where Are We? Where Are We Headed?" (D. A. Trinkle), essays in the book are: (1) "Academic Historians, Electronic Information Access Technologies, and the World Wide Web: A Longitudinal Study of Factors Affecting Use and Barriers to That Use" (D. L. Andersen); (2) "History Instruction and the Internet: A Literature Review" (A. Wynne); (3) "Hypertext 'Papers' on the Web: Students Confront the Linear Tradition" (A. Solli); (4) "Linking History with Hypertext: Rethinking the Process" (D. Pfeifer); (5) "Reinventing the American History Survey" (L. Easley; S. Hoffman); (6) "Computer-Generated Graphics and the Demise of the History Textbook" (B. Plane); (7) "Integrating Multimedia Technology into an Undergraduate History Curriculum: Pedagogical Considerations and Practical Examples" (J. E. Igartua); (8) "'Doing History': Evaluating Technologies That Promote Active Learning in the History Classroom" (M. M. Manchester); (9) "Matter, Method, and Machine: The Synergy of World History, Active Learning, and Computer Technology" (D. J. Cremer); (10) "The Bay Area National Digital Library Project and the Library of Congress: A Case Study in Enriching History Classes with the Riches of the Internet" (K. Ferenz); (11) "Heuristics for the Educational Use and Evaluation of Electronic Information: Searching for Shaker History on the World Wide Web" (D. L. Andersen); (12) "Bringing the Internet and World Wide Web into the History Classroom" (S. Kneeshaw); (13) "Using the World Wide Web for Primary Source Research in Secondary History Classes" (W. J. Warren); (14) "Facilitating 'Incursions into the Novel' Now and in the Future: The Use of Computers in Middle School Social Studies" (A. K. Dils); (15) "Social Studies Simulations in Upper Elementary Classrooms"

Reproductions supplied by EDRS are the best that can be made
from the original document.

(R. B. Lewis); (16) "On-Line Teacher Education: An Analysis of Student Teachers' Use of Computer-Mediated Communication" (C. L. Mason); and (17) "The Changing Face of History Education: The 'I, Witness to History' Program at Larksfield Place Retirement Community" (T. M. Asla; R. S. Pearce). (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.